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ABSTRACT

This handbook for mentor teachers outlines the specifics of the California Mentor Teacher Program (including the actual legislation that created the program) and makes practical suggestions for defining and redefining the mentor role in order to make a long-term difference for students and teachers. Criteria for judging the effectiveness of a mentor program at both the district and mentor teacher levels provide a detailed description of what an effective mentor program looks like and how it functions. A discussion is included of how to design and conduct inservice sessions (group or one-to-one) which result in change in the classroom behavior of the trainees. A coaching model developed specifically for mentor teachers is also included. (JD)

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